

Chapter 1

Lesson 5

Learning Styles /Learning Preferences

Theme: Learning Styles/learning Preferences

Lesson Objective:

Students will assess their learning style preferences. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“I hear and forget. I see and I remember. I do and I understand.” – Chinese proverb

“Tell me and I’ll forget, show me, and I may not remember. Involve me, and I’ll understand.” –Native-American saying

1. Post the above quotations and discuss how they may apply to this lesson, the *M2W* Big Ideas and the Essential Questions. Also, the sayings are from completely different cultures. How are the sayings similar? What does this say about human nature? And similarities across cultures?
2. Ask: What is a learning style? Do you know anything about your personal learning style? What are your learning preferences?
3. Complete *The 4 Maps S1*.
4. Complete *Knowing My Learning Style Preferences Can Help Me S2*
3. Complete *Your Learning Style Inventory (Pages 1-10) S3*.
4. Complete *Assessing My Multiple Intelligences S4*
5. Complete *Does Anyone Like Work? S5* and *Reverse Thinking S6*.

Materials:

The 4 Maps S1

Knowing My Learning Style Preferences Can Help Me S2

Your Learning Style Inventory (Pages 1-10) S3

Assessing My Multiple Intelligences S4

Does Anyone Like Work? S5 and Reverse Thinking S6

Evaluation:

Ask students to write a paragraph telling 3 things they have learned about themselves in this lesson.

Rubric

Enrichment:

Your Best Learning Environment EN1

Visual Goal Setting EN2

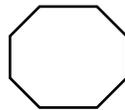
Your learning style is the way you best get and keep information. Also, and this is very important, it's also the way you best give information to others.

Scenario:

You have to drive, by yourself, to the Phoenix airport to pick up a friend. You've never been there and ask some of your friends for directions.

Look at and read *The 4 Maps* (Page 2 and Page 3). Can you tell the learning style preferences of your four friends?
.....

Think About It



No one way of giving the directions is best – your friends can all get *themselves* to the airport.

1. **However, from your point of view**, which directions would be most clear to you? # _____
2. If you were giving the directions, which method would you use? # _____
3. Are you giving and getting preferences the same? Yes No

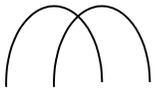
Most people don't have just one style, but they likely have one they prefer.

Map # 1

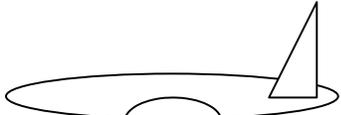
Written on a napkin when you were eating lunch together.

Take Prince Road

Take  onto Rt 10 toward Phoenix

On  pass Casa Grande and McD 

On  pass AZ Mills mall / Rain Forest Café

Stay  watch for airport sign 

See exit to airport – Sky Harbor

Map #2

Phone message left on cell phone voicemail

“Hi, Hey, getting to the airport - you just go on the highway toward Phoenix, remember the road we took to get to Sammy’s house - Have you heard from him, by the way? -

Call me and I’ll tell you what to look for – when are you going?”

Map #3

Phone message left on cell phone voicemail

“Hi, It’s really so easy to get to...But I don’t know the exits...You take the exit after the mall, it’s really easy, I wish I could go with you...I can see that exit, but ...I don’t know what it is...I could drive you there in a minute – when are you going, maybe I could drive with you.”

Map #4

Sent via email

First you get to Prince Road. Get on the highway going toward Phoenix.

Stay on the highway, you’ll pass Casa Grande, there’s a McDonald’s there on the right.

You’ll pass the Arizona Mills and Rain Forest Café on your right as you get closer to Phoenix.

Look for the sign for the airport. It’s green with a plane on it!

It’s a right exit. Good luck!

Your Learning Style Inventory

S3

Instructions: Read the statement carefully and circle “yes” if it describes you. Circle “no” if it does not describe you.

Sample: I would rather do work in the afternoon than in the morning. Yes no
A “yes” response means that you prefer to work in the afternoon. A “no” response means that you prefer to work in the morning. There is no right or wrong response, only the way you think or feel about the statement. You may have all the time you need, so please respond to every statement.

- | | | |
|--|-----|----|
| 1. Making things for my studies helps me to learn. | Yes | No |
| 2. I can write about most of the things I know better than I can tell them. | Yes | No |
| 3. When I really want to understand what I have read, I read softly to myself. | Yes | No |
| 4. I get more done when I work alone. | Yes | No |
| 5. I remember what I have read better than what I have heard. | Yes | No |
| 6. When I answer a question, I can say the answer better than I can write it. | Yes | No |
| 7. When I do math problems in my head, I say the numbers to myself. | Yes | No |
| 8. I enjoy joining in on class discussions | Yes | No |
| 9. I understand a math problem that is written down better than one that I hear. | Yes | No |
| 10. I do better when I can write the answer instead of having to say it. | Yes | No |
| 11. I understand spoken directions better than written ones. | Yes | No |
| 12. I like to work by myself. | Yes | No |
| 13. I would rather read a story than listen to one. | Yes | No |

Your Learning Style Inventory (Page 2)

S3

- | | | |
|---|-----|----|
| 14. I would rather explain how a thing works than write about how it works. | Yes | No |
| 15. If someone tells me three numbers to add, I can usually get the right answer without writing them down. | Yes | No |
| 16. I prefer to work with a group when there is work to be done. | Yes | No |
| 17. Seeing a graph or chart of numbers is easier for me to understand than hearing the numbers said. | Yes | No |
| 18. Spelling a word several times helps me to remember it better. | Yes | No |
| 19. I learn better if someone reads a book to me than if I read it silently to myself. | Yes | No |
| 20. I learn best when I study alone. | Yes | No |
| 21. When I have a choice between reading and listening, I usually read. | Yes | No |
| 22. I would rather tell a story than write it. | Yes | No |
| 23. Saying the multiplication tables over and over helps me remember them better than writing them over and over. | Yes | No |
| 24. I do my best work in a group. | Yes | No |
| 25. I understand a math problem that is written down better than one I hear. | Yes | No |
| 26. In a group project, I would rather make a chart or poster than gather the information to put on it. | Yes | No |
| 27. Written assignments are easy for me to follow. | Yes | No |
| 28. I remember more of what I learn if I learn it alone. | Yes | No |
| 29. I do well in classes where most of the information has to be read. | Yes | No |
| 30. I would enjoy giving an oral report to the class. | Yes | No |
| 31. I learn math better from spoken explanations than written ones. | Yes | No |
| 32. If I have to decide something, I ask other people for their opinions. | Yes | No |
| 33. Written math problems are easier for me to do than oral ones. | Yes | No |
| 34. I like to make things with my hands. | Yes | No |
| 35. I don't mind doing written assignments. | Yes | No |

Your Learning Style Inventory (Page 3)

S3

- | | | |
|---|-----|----|
| 36. I remember things I hear better than things I read | Yes | No |
| 37. I learn better by reading than by listening | Yes | No |
| 38. It is easy for me to tell about the things that I know. | Yes | No |
| 39. It makes it easier when I say the numbers of a problem to myself as I work it out. | Yes | No |
| 40. If I understand a problem, I like to help someone else understand it too. | Yes | No |
| 41. Seeing a number makes more sense to me than hearing a number. | Yes | No |
| 42. I understand what I have learned better when I am involved in making something for the subject. | Yes | No |
| 43. The things I write on paper sound better when I say them. | Yes | No |
| 44. I find it easier to remember what I have heard than what I have read. | Yes | No |
| 45. It is fun to learn with classmates, but it is hard to study with them. | Yes | No |

Scoring the Learning Styles Inventory (Chapter 1, Lesson 5)

In the columns below, put an “x” in front of the number if you answered “yes” to that question on your LSI. If you answered “no” to a question, do not make a mark by that number.

Visual	Auditory	Tactile	Individual	Group	Oral	Written
___ 5	___ 3	___ 1	___ 4	___ 8	___ 6	___ 2
___ 9	___ 7	___ 14	___ 12	___ 16	___ 22	___ 10
___ 13	___ 11	___ 26	___ 20	___ 24	___ 30	___ 18
___ 17	___ 15	___ 34	___ 28	___ 32	___ 38	___ 33
___ 21	___ 19	___ 42	___ 45	___ 40	___ 43	___ 35
___ 25	___ 23	(10 points each)			(10 points each)	
___ 27	___ 31					
___ 29	___ 36	(5 points each)				
___ 37	___ 39					
___ 41	___ 44					

Total for Each Area

Visual	Auditory	Tactile	Individual	Group	Oral	Written
_____	_____	_____	_____	_____	_____	_____

Total the points in each column, giving 5 points for each mark in the first two columns (Visual and Auditory) and 10 points for each mark in the other five columns.

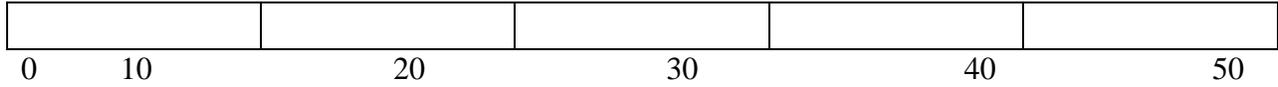
Your Learning Style Inventory (Page 5)

S3

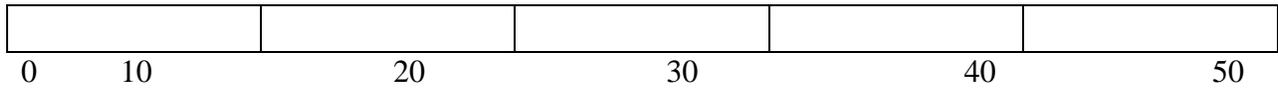
Enter your totals on the graph below by shading the bar for each area according to your score.

Receptive Style:

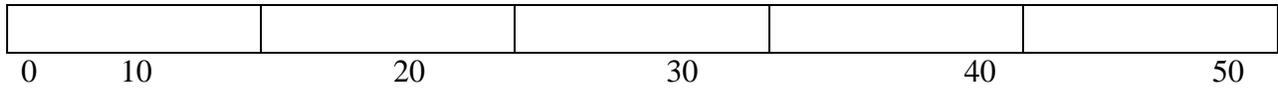
Visual



Auditory

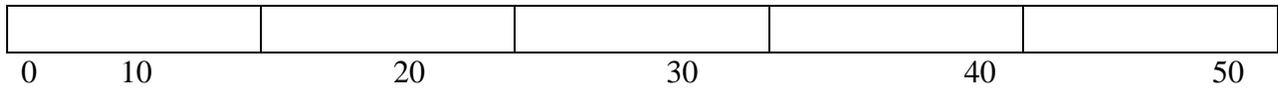


Tactile

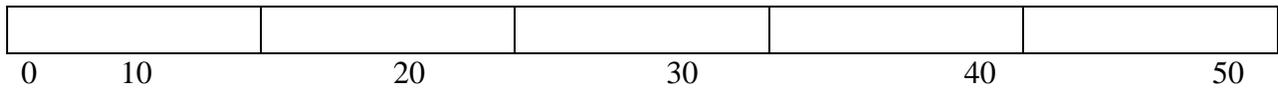


Social Style:

Individual

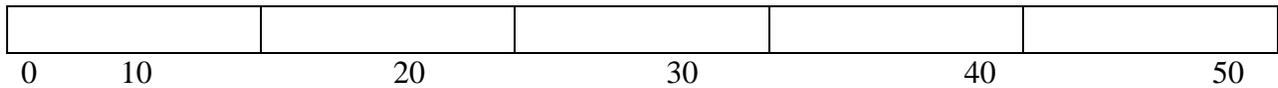


Group

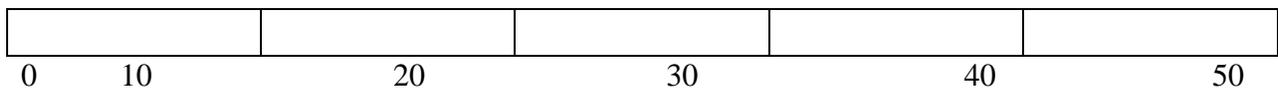


Expressive Style:

Oral



Written



Interpreting Your Scores

Look at the bar graphs for each area on the preceding page to determine in which sub-areas you scored highest. THIS IS YOUR PREFERRED LEARNING STYLE. You will have one preferred receptive or cognitive style, one preferred social style, and one preferred expressive style. If two scores within an area are very close, you may be able to learn equally well in either style.

Write your preferred learning style(s) in the blanks below:

Cognitive/Receptive Learning Style:

My preferred style is _____ This is how you best take in information.

Social Learning Style:

My preferred style is _____ This is how you best work, alone or in a group.

Expressive Learning Style:

My preferred style is _____ This is how you best give out information.

A high score in one of the following areas means:

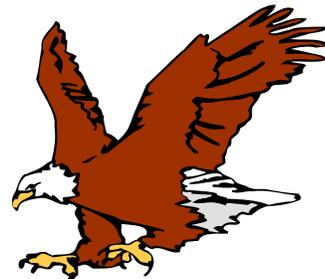
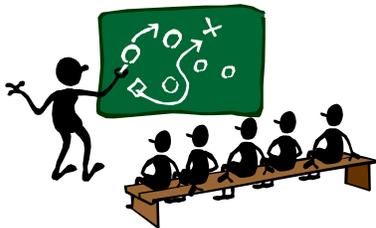
VISUAL

You learn by seeing, by reading and by seeing things written.

You learn by seeing pictures, charts, and graphs. You read best when you can make pictures in your mind.

Diagrams, outlines, lists on the board or handouts are helpful

For you to get and keep information. Videos, books, drawings, anything you can see will be useful. You may be artistic or get inspired by what you see in the natural world.



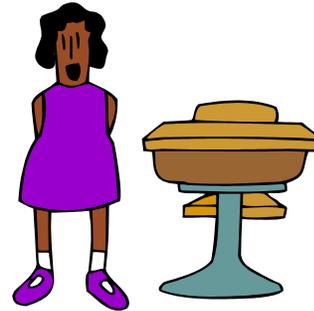
Your Learning Style Inventory (Page 8)

AUDITORY

S3

You learn by listening and hearing sounds and words spoken.

What works for you is, asking people to explain things out loud to you and then you repeat back what they say to check and make sure you understand. If you have to read, try to imagine hearing the words, or actually read "out loud to yourself." You may work well with others so you can talk over instructions or information. You may be a natural story teller or musician.



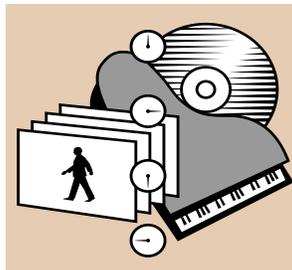
Your Learning Style Inventory (Page 9)

TACTILE/KINESTHETIC

S3

You are a builder; you learn best when you can touch what you are studying.

“Hands-on learning” is your preference; you like to see, hear and touch something for it to really make sense for you. You may be a natural athlete or the person who can fix anything with just a couple of tools. Nearly everyone prefers this multi-sensory way of learning



Your Learning Style Inventory (Page 10)

S3

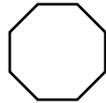
INDIVIDUAL: You prefer to work on your own.

GROUP: You learn best when interacting with a group.

ORAL: You express yourself best when you talk.

WRITTEN: You express yourself best in writing or even drawing.

Think About It



Look back at the way that your friends gave you the directions to the airport. What do you think is the learning style preference of each one?

#1

#2

#3

#4

Your Best Learning Environment

EN1

Directions: Circle your preferences.

1. **Learning Styles** I learn best: by talking and listening; by seeing; by doing; by hearing, seeing and doing.
2. **Help** I learn best if: I can look up things when I need to; I can ask experts for help if I need help.
3. **Position** I learn best: sitting in front of the TV; propped up on the pillows on my bedroom floor; sitting at my desk; sitting on my bed.
4. **People** I work best: alone, with one other person, with a group.
5. **Time** I learn best: In the morning; in the evening; in the afternoon, at night.
6. **Food** I learn best: with food and drink, without food and drink.
7. **Light** I learn best with natural light, fluorescent lighting softer lighting.
8. **Sound** I learn best: when there's background noise or music; it's quiet.
9. **Motion** I learn best sitting still, with some movement.



What environment would work for you? On the kitchen table? In a fast food restaurant? At the library? In your bedroom?

Sometimes you can't control your environment. But if you know your needs, then you can do your best with what you've got.

Assessing My Multiple Intelligences S4

Instructions: Complete each sentence below by filling in the blank with the number that best indicates your degree of expertise in each. Enter the number in the blank before the statement. Total the score for each intelligence in the box at the bottom of the column.

4 exceptional expertise	3 high expertise	2 moderate expertise	1 minimal expertise	0 no expertise
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Musical

I sing with ____

I can tell when a musical note is off-key with ____

I can sight read and sing or play a difficult musical piece with ____

I play a musical instrument with ____

I can hear a melody once and reproduce it with ____

I reproduce or create intricate rhythms with ____

I create new musical compositions with ____

I am recognized by others as having musical talent with ____

I direct others in creating musical selections with ____

I "hear" the patterns of relationships within a musical piece with ____

Total

Interpersonal

I provide advice or counsel to others with ____

My ability to facilitate group work shows ____

I make friends with ____

I play social games such as Pictionary or Charades with ____

When teaching another person or groups of people, I display ____

In leading others, I exhibit ____

My involvement in social activities connected with my work, church, or community displays ____

I am able to understand the needs and emotions of others with ____

I work together with others to achieve a common goal with ____

I sense other people's motives or hidden agendas with ____

Total

**Intrapersonal/
Introspective**

I reflect on ideas or events with ____

I achieve personal growth by using new information with ____

I achieve a resilience to setbacks with ____

I have developed a special hobby or interest with ____

I set important goals for my life with ____

I recognize my strengths and weaknesses (borne out by feedback from other sources) with ____

I use solitude to strengthen my inner resources with ____

I am strong willed or independent minded to a degree that exhibits ____

I keep a personal diary or journal to record the events of my inner life in a way that displays ____

I seek to understand my own motivation with ____

Total

Naturalist

I can see variations in leaves with ____

I am able to identify a wide variety of insects, birds, or rocks with ____

Using a microscope, I can see very small differences between plants or animals with ____

I can identify the tracks and spoors of an animal with ____

I am able to tell the difference between harmless and poisonous plants or animals with ____

Using a telescope, I am able to identify stars, planets, and galaxies with ____

I can plan an attractive garden that has color during all four seasons of the year with ____

I am able to work with animals with ____

I am able to classify such things as rocks or aquatic life or clouds with ____

I am able to grow plants with ____

Total

Assessing My Multiple Intelligences (page 2) S4

Instructions: Complete each sentence below by filling in the blank with the number that best indicates your degree of expertise in each. Enter the number in the blank before the statement. Total the score for each intelligence in the box at the bottom of the column.

4 exceptional expertise	3 high expertise	2 moderate expertise	1 minimal expertise	0 no expertise
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Verbal/Linguistic

I read and understand what I've read with ____

I listen to the radio or a spoken-word cassette and understand with ____

I play word games like Scrabble, Anagrams, or Password with ____

I make up tongue twisters, non-sense rhymes, or puns with ____

I use words in writing or speaking with ____

In my English, social studies, and history courses in school, I display ____

Others have recognized that my writing shows ____

I often convince others to agree with me with ____

I use words to create mental pictures with ____

Total

Logical/Mathematical

I compute numbers in my head with ____

In my math and/or science courses in school, I display ____

I play games or solve brainteasers that require logical thinking with ____

I identify regularities or logical sequences in things with ____

I think in clear, abstract concepts with ____

I find logical flaws in things that people say and do with ____

I categorize and analyze information with ____

I piece together patterns from separate pieces of information with ____

I use symbols to manipulate data with ____

Others have recognized that my deductive ability shows ____

Total

Visual/Spatial

I am able to use color with ____

I use a camera or camcorder to record what I see around me with ____

I do jigsaw puzzles, mazes, and other visual puzzles with ____

I format and layout publications with ____

I find my way around unfamiliar territory with ____

I draw or paint with ____

In Geometry classes in school, I displayed ____

I understand what a shape will look like when viewing it from directly above with ____

I design interior or exterior spaces with ____

I recognize shapes regardless of the angle from which I view them with ____

Total

Bodily/Kinesthetic

I play tennis, golf, swim, or engage in some similar physical activity with ____

I sew, weave, or engage in some similar creative activity with ____

I build models, do woodworking, or construct things with ____

In activities or courses requiring physical or manual dexterity in school, I display ____

I use gestures or other forms of body language to convey ideas with ____

My physical coordination displays ____

I dance with ____

I express my feelings through physical activity with ____

I am recognized as having physical or manual abilities that exhibit ____

My dramatic ability shows ____

Total

Does Anyone Like Work?

S5

Think about how preferences affect your finding and liking your career.

1. Think of someone who doesn't like his/her job? Why don't they like it? From what you know about their style and preferences, what job or career might they be better for them?

2. Think of someone that likes his/her job? Why do they like it? Ask them how they made such a good choice.

3. What would work be like if you were truly interested in what you were doing?

Reverse Thinking

S6

Sometimes it's difficult to know what kind of work would be interesting. However, nearly everyone knows what kind of work he or she would like to avoid! That's where this activity starts. Think about your preferences and natural strengths and weaknesses. Fill in all the columns below.

Start with things about work you wouldn't like. In the middle column, write down the opposite of the idea in the first column. When you look at the idea in the second column, can you think of a job that would give you that?

Example:

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?
Routine jobs	Variety, new ideas	I like drawing pictures for T-shirts
A boss standing over my shoulder	Being independent	Owning my own business
Low pay	High income	Working with computers

Your Turn:

Things I Wouldn't Like	Reverse It	What Idea Does That Trigger?

The Dream Chart

(Spelling doesn't count!) Along with each goal include a date by which you will have completed it.

1. Write 3 goals to be completed within the next 3 years.
2. Write 3 goals to be completed within the next 6 months.
3. Write 3 goals you will complete in the next 6 weeks.
4. Write 3 goals you will achieve in the next 7 days.

Now

1. Find or draw a picture of the goals as you envision them – as you picture them in your mind. The picture can be a diagram, chart, and clip art - anything that shows your vision. Draw or get visuals that show how you feel when you reach a goal. Use pictures or write phrases or words that motivate you. Your chart should also contain a Self-Contract where you write a commitment to yourself to achieve these goals.
2. Use the pictures. Make a Dream Chart on poster board. This chart can be a compilation of your writings, the completion dates and visuals of the goals.
3. Talk with your teacher and other students about your goals.
4. Decide with your teacher what the teacher can do to help you reach your goals. Have you ever reached one of these goals before? What were the difficulties? How did you overcome them?
4. Every group member signs each other's project to acknowledge the importance of the goals and the student's commitment to himself.
5. Post the charts in the classroom.
6. The teacher will ask once a week for the goals-achieving update. Who is cruising along? Who has overcome big obstacles this week? Who is struggling and looking for motivation? What has been good motivation in the past?
7. Achievement of any of the goals is a cause for celebration.